

Repetition and Parallelism

STUDENT OBJECTIVES

- Identifying the rhetorical device of repetition
- Identifying the rhetorical device of parallelism
- Analyzing repetition
- Analyzing parallelism

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 271
- **Practice Worksheets**, Levels A and B, pp. 273–275
- **Reteaching Worksheet**, p. 276

Teach

- 1. Repetition and Parallelism:** Explain that a rhetorical device is a way of using language. Stress that repetition and parallelism are rhetorical devices that add emphasis and create pleasing sound patterns.
- 2. Teaching Repetition and Parallelism:** Distribute the **Lesson Summary**. Preview the **Academic Vocabulary**. Guide students through the Here's How steps.

- **Repetition:** Explain that repetition is often used by poets and story writers to create rhythm and add meaning. Write the following example on the board.

EXAMPLE Aidan's cares faded in the May sun, faded like smoke into the sky.

- **Effects of Repetition:** Ask students what word or phrase repeats. (*faded*) How might a story benefit from this repetition? (*Sample: The repetition creates a rhythm and helps show how Aidan relaxed.*) Point out that not all repetition creates a strong effect. Repetition that is not intentional can weaken a piece of writing.
- **Parallelism:** Explain that parallelism is often used in persuasive essays and political speeches to improve an argument. Point out that parallelism is one type of repetition. Instead of repeating key words, such as "*faded*" in the example above, the text repeats the same pattern or sentence construction. Often pronouns, prepositions, or helping verbs are repeated to set up this parallel construction.
- **Effects of Parallelism:** Write the following example on the board. Ask students to identify the parallelism in the example. (*the three phrases that begin with the words "not for"; the "They came" construction that begins both sentences*)

EXAMPLE They came not for power, not for money, not for fame. They came for freedom.

- 3. Guided Practice:** Apply Steps 1–4 to the two models in the **Lesson Summary**.
 - **Identify Repetition:** Ask a volunteer to read aloud the two stanzas of poetry in the first model. Ask students to listen for the repetition.
 - **Analyze Effects of Repetition:** Ask another volunteer to reread the poem aloud, emphasizing the last line in each stanza. Stress that the repetition has a rhythmic effect, which helps demonstrate how the seasonal cycle repeats every year.
 - **Identify Parallelism:** Read the second model aloud, stressing the underscored clauses.
 - **Analyze Effects of Parallelism:** Point out that parallelism effectively connects ideas. Point out too that the rhythm it creates is very effective in speeches.

REPETITION AND PARALLELISM, CONTINUED

QUICK CHECK. Ask students to identify and analyze the rhetorical device in the following:

It rained and rained and rained in an endless patter on our roof.

(The rhetorical device is repetition. Sample: It creates a rhythm that expresses the drumming sound of the rain. It makes the reader feel the dreary, frustrated mood of the scene.)

Practice and Apply

Practice activities on repetition and parallelism appear on pp. 273–275.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level students.

Answer Key: Practice Worksheet A

1. *b* 2. *a* 3. *c* 4. *d*

Answer Key: Practice Worksheet B

1. *The use of the word “Something” in lines 1, 4, and 8 is an example of repetition.*
2. *Sample: The repetition contributes to the regular rhythm of the poem. It also contributes to the poem's meaning by emphasizing the mystery of natural instinct.*
3. *Gone are the days . . . ; Gone are the eight-hour car rides . . . ; Gone is any thought . . . If I had . . . one; If I had once . . . ; If I knew one . . .*
4. *Sample: The parallelism creates a regular rhythm. In the first case the backward construction stresses the fact that things are changing and thinking must change too. The second use of parallelism persuades that there is less than “one” reason not to help kids register to vote.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer all four items correctly.
- **Practice Worksheet B:** Students should answer items 1 and 3 correctly and should provide complete responses to items 2 and 4 that identify at least *one* effect.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the definitions and example passages. Use the passages from **Practice Worksheet A** to walk students through the **Here's How** steps. Then assign the **Reteaching Worksheet**, p. 276.

Sample Answers: Reteaching Worksheet

1. *c*
2. *b*
3. *The poem uses the rhetorical device of repetition in lines 3 and 6 by using “And rain just kept falling” more than once.*
4. *The repetition contributes to the poem's rhythm. It also enhances the poem's meaning by emphasizing the long duration of the rainstorm.*